

**THE EFFECT OF USING 4/3/2 TECHNIQUE TOWARD
FLUENCY IN SPEAKING OF THE SECOND YEAR
STUDENTS AT ISLAMIC SENIOR HIGH
SCHOOL DARUL HIKMAH
PEKANBARU**



BY

**YUNITA INDRIANI
NIM. 10814002602**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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for the Undergraduate Degree in English Education
(S.Pd)



By

**YUNITA INDRIANI
NIM. 10814002602**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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Pekanbaru, March 06th 2013

The researcher

YUNITA INDRIANI
NIM: 10814002602

Abstrak

Yunita Indriani (2012) : Pengaruh Penggunaan Teknik 4/3/2 terhadap Kelancaran dalam Berbicara pada Siswa Kelas Dua MA Darul Hikmah Pekanbaru.

Berdasarkan KTSP, keterampilan berbicara adalah salah satu keterampilan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA/MA. MA Darul Hikmah Pekanbaru merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai panduan dalam proses belajar mengajar. Didalam silabus kelas dua SMA/MA semester 1 tertera pada kompetensi dasar bahwa, siswa mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas. Setelah melakukan study pendahuluan di MA Darul Hikmah Pekanbaru, beberapa siswa pada kelas dua masih memiliki kelemahan pada kelancaran dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut ditunjukkan kurangnya percaya diri dalam mengexpresikan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul pengaruh penggunaan teknik 4/3/2 terhadap kelancaran siswa dalam berbicara bahasa Inggris kelas dua MA Darul Hikmah Pekanbaru.

Focus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kelancaran siswa berbicara bahasa Inggris kelas dua MA Darul Hikmah Pekanbaru antara siswa yang diajarkan dengan teknik 4/3/2 dan yang tidak diajarkan dengan menggunakan 4/3/2 teknik. Jenis penelitian ini adalah penelitian eksperimen kuasi dengan model Non Equivalent Control Group. Subjek dalam penelitian ini adalah siswa kelas dua MA Darul Hikmah. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas kontrol dari 5 kelas. Tes yang digunakan adalah oral presentasi. Dalam penganalisisan data, peneliti menggunakan rumus T-test.

Berdasarkan hasil perhitungan, peneliti menemukan bahwa $2.01 < 8.54 > 2.68$. Maksudnya bahwa t lebih besar dari t table pada perbedaan yang signifikan pada kelancaran dalam berbicara dengan menggunakan teknik 4/3/2. Maka dari itu H_a diterima dan H_o ditolak. Ini dapat disimpulkan bahwa penggunaan teknik 4/3/2 dapat meningkatkan fluency.

Abstract

Yunita Indriani (2013) : “The Effect of Using 4/3/2 Technique toward Fluency in Speaking of the Second Year Students at Islamic Senior High School Darul Hikmah Pekanbaru.”

Based on school based curriculum (KTSP), speaking is as one of the skills in mastering English that must be taught and learned in senior high school. MA Darul Hikmah Pekanbaru is the one of the schools that uses KTSP as a guide in teaching learning process. According to syllabus at the second grade, for the first semester in basic competence that the students express the meaning of transactional and interpersonal conversation which use various oral languages accurately, fluently and contextually life that involves expressing; advice, celebration, and feeling relief, pain and pleasure. Fluency is an aspect that covers all languages, either in listening, speaking, reading and writing. After doing preliminary observation at MA Darul Hikmah Pekanbaru, some of the students of the second year have low in their fluency in speaking. The researcher interprets that they have low in their fluency in speaking were indicated because they have lack of self confidence in expressing their ideas in English. Thus, the researcher is interested in conducting the research entitled *The Effect of Using 4/3/2 Technique toward Students' Fluency in speaking at the Second Year of Islamic Senior High School Darul Hikmah Pekanbaru*.

The main focus of this research was to find out a significant difference of students' fluency in speaking between the students who were taught by using 4/3/2 technique and who were taught by using three phase technique. The type research was a quasi-experimental research with non equivalent control group design. The subject of this research was the second year students of Islamic Senior High School Pekanbaru and the object of the research was the significant different of using 4/3/2 technique toward fluency in speaking. The test used was interview. In analyzing the data, the researcher used t-test formula.

Based on the calculating result, the researcher found that $2.01 < 8.54 > 2.68$. So that H_0 is rejected and H_a is accepted. In other words, there is a significant difference of students' fluency in speaking between those students who were taught by using 4/3/2 technique and those who were taught by using conventional technique at MA Darul Hikmah Pekanbaru. In conclusion, using 4/3/2 technique could improve the student's fluency in speaking.

**يونيتا إندرياني (2012): تأثير تقنية 2/3/4
الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو.**

كتب في منهج الدراسات للوحدة التربوية فإن مهارة التكلم من إحدى المهارات في استيعاب اللغة الإنجليزية و يطلب تعليمها في المدارس العالية. الحكمة من إحدى المدراس التي تستخدم هذا المنهج مرجعا في عملية التعلم و التعليم. المنهج الدراسي لطلاب الصف الثاني العالي في القسط الأول أو الكفاءة الأساسية تعبير

الشفهية الدقيقة، الطلاقية في الكلام اليومي ما تروبط الكلام: غير قناعة. بعد أداء الدراسة الأولية بالمدرسة العالية دار الحكمة باكنبارو بعض . فسرت الباحثة أنها مسببة من قلة ثقتهم في إلقاء آرائهم في اللغة الإنجليزية. وبذلك، تشوقت الباحثة في أداء هذا البحث تحت العنوان تأثير تقنية 2/3/4 لاقاة الطلاب في التكلم لطلاب الصف الثاني بالمدرسة العالية دار الحكمة

إن هذا البحث على نوع شبه التجربة و فرقة الضبط غير مناسبة. تركز هذا البحث إلى معرفة الفرق عن طلاقة الطلاب في التكلم باللغة الإنجليزية لطلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو بين الطلاب الذين يدرسون بتقنية 2/3/4 و الطلاب الذين يدرسون بدونها. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية دار الحكمة . أخذت الباحثة فصلين اثنين: الاختبار المستخدم في هذا البحث هو تقديم شفهي. في تحليل البيانات استخدمت الباحثة صيغة ت-

قائم على تحليل الحساب كشفت الباحثة أن $2.01 < 8.54 < 2.68$. ت الجدول و هناك فرق هام في طلاقة التكلم باستخدام تقنية 2/3/4. لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة. استنبطت الباحثة أن هناك الفرق في ترقية طلاقة الطلاب في التكلم باللغة الإنجليزية بين الطلاب الذين يدرسون تقنية 2/3/4 الطلاب الذين يدرسون بدون تقنية 2/3/4.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is the essential skill that we have to master. Through speaking we can recognize the ideas, messages, suggestions and information. Through speaking we can understand each other. Through speaking we can communicate each other. According to Nunan¹, Speaking consists of production systematic verbal utterances to convey meaning. When we speak we produce words, phrases and sentences. That why speaking is called productive skill. Language generated by the learners (in speech or writing) is referred to as productive. Language directed at the learners (in reading or listening) is called receptive. Speaking and writing skill is called productive skill, but both skills are different. In speaking², we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation even managing the components of language that must work together when we speak is very demanding indeed. It is unlike writing. We have the chance to plan what we are going to share in unlimited time and doing either editing or revision. Speaking is one of core for success in education.

Speaking is one of the skills that must be taught in ESL students. School Based Curriculum (KTSP) provides speaking as one of the skills in English

¹ David Nunan, *Practical English Language Teaching* (Sydney: McGraw Hill, 2003), 48.

² Ibid.

mastery that must be taught and learned in senior high schools. Based on KTSP³, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

MA Darul Hikmah is one of senior high schools that uses school based curriculum (KTSP) as its guide. In MA Darul Hikmah, English is taught since the first period of teaching English. English is taught twice a week with time duration 45 minutes for an hour⁴. According to syllabus⁵ at the second grade, for the first semester in basic competence that students in expressing the meaning of transactional and interpersonal conversation which use various oral language accurately, fluently and contextually life that involves expressing; advice, celebration, and feeling relief, pain and pleasure. Fluency is an aspect that covers all languages, either in listening, speaking, reading and writing. According to Derwing et al in Al-Sibai Dina⁶, oral fluency is an important characteristic of L2 speech, which is often the object of evaluation in testing

³ Department Pendidikan Nasional, *_Kurikulum Tingkat Satuan Pendidikan (KTSP)*, 2006, 307.

⁴ *Tim Penyusun Silabus* (MA Darul Hikmah, 2012), 45.

⁵ *Ibid.*, 2.

⁶ Al- Sibai Dina, *Oral Fluency: Promoting Oral Fluency of Second language learners*. (2004), 2. Retrieved on February 29th 2012. <http://faculty.ksu.edu.sa/dinaalsibai/research%20papers/12.%20Oral%20fluency%20Lit%20review.pdf>.

L2. It deals with Bresnihan & Stoops B⁷, state that an important challenge in teaching ESL is finding ways to help students improve their oral fluency. However, becoming fluent speaker is the aim for all ESL students. In fact, many students evaluate their success in learning English base on their speaking proficiency. Unfortunately, becoming fluent speaker is not easy. Actually, there are some factors that can help students' fluency in speaking. One of them is teacher's teaching technique.

Based on primarily observation on 11 of January 2012, in MA Darul Hikmah, speaking has been taught by using three-phase-technique. By this technique, teacher explains the expression of genre. Then, the teacher asks the students about the material that has been explained. During teaching and learning process the teacher always discusses and gives the students memorizing the unfamiliar word or phrase that the students do not know. According Nation and Newton⁸, a quick way to get fluency is to memorize the useful phrases. In addition, the school has good facilities such as language laboratory. For improving English subject, the teachers also provide them some activities such as, English club, speech which uses bilingual language. Ideally, the students can achieve the based competence; speak fluently and accuracy⁹. However, based on the teacher's experience to the second year students of MA Darul Hikmah, the teacher founds that the students got low fluency in

⁷ Bresnihan B. and Stoops B, *Three Ways That Work Oral Fluency Practice in the EFL Classroom. English Teaching Forum*, 2000, 34.

⁸ I. S. P. Nation Lonathan Newton. *Teaching ESL/ EFL Listening and Speaking*. (New York: Routledge, 2009), 23.

⁹ *Tim Penyusun Silabus* (MA Darul Hikmah, 2012), 45.

speaking. The mean score of fluency in speaking was 58. It can be seen from the following phenomena:

- 1) Some of the students cannot express their ideas especially in speaking
- 2) Some of the students are silent when they are speaking
- 3) Some of the students are afraid to speak because of thinking grammatical rules
- 4) Some of the students cannot produce grammatically complex speech
- 5) Some the students cannot determine how words is pronounced
- 6) Some of the students have low their fluency in speaking

To improve students' fluency in speaking needs an appropriate strategy or technique to help their problems. There is a technique that can improve fluency in speaking. Using 4/3/2 technique can be used in teaching. According Bamfor and Ricard¹⁰, 4/3/2 technique is the technique that can enhance oral fluency and to share with other students what they have read. 4/3/2 technique give chance to retell the story in three times delivery.

Based on the background and problem above, the writer is interested in conducting a research entitled: The Effect of Using 4/3/2 Technique toward Fluency in Speaking of the Second Year Students at Islamic Senior High School Darul Hikmah Pekanbaru.

B. The Definition of the Term

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

¹⁰ Julian Bamford and Ricard R. Day, *Extensive Reading Activities for Teaching Language*, (New York: Cambridge university press, 2004), 95.

1. **4/3/2 technique** is the technique where the same information is told by the same person three times¹¹. In this research 4/3/2 technique is the technique that can help students' fluency in speaking. Therefore 4/3/2 technique is conducted in the research to improve students' fluency.
2. **Fluency** means the students can use language quickly and confidently, with few hesitation or unnatural pause, false start, etc.¹²
Fluency in this reserach is the stdents speak easy and effective in long turn.

C. The Problem

1. The Identification of the Problem

Based on the problem above, it is clear that most of the students MA Darul Hikmah still have difficulties in English language, especially fluency in speaking. For more clear, the problems are identified as follows:

- 1) Some of the students cannot express their ideas especially in speaking
- 2) Some of the students are silent when they are speaking
- 3) Some of the students are afraid to speak because of thinking grammatical rules
- 4) Some of the students cannot produce grammatically complex speech
- 5) Some the students cannot determine how words is pronounced
- 6) Some of the students have low their fluency in speaking

¹¹ I. S. P. Nation Lonathan Newton. *Teaching ESL/ EFL Listening and Speaking*. (New York: Routledge, 2009), 23.

¹² David Nunan. *Practice English Language*, (Sydney: McGraw Hill, 2003), 55.

2. Limitation of the problem

Based on the identification of the problem above, those problems of this research are limited on the low fluency in speaking of the second year students at Islamic Senior High School Pekanbaru.

3. Formulation of the Problems

- 1) How is students' fluency in speaking by using 4/3/2 technique of the second year at Islamic Senior High School Darul Hikmah Pekanbaru?
- 2) How is students' fluency in speaking without using 4/3/2 technique of the second year at Islamic Senior High School Darul Hikmah Pekanbaru?
- 3) Is there any significant difference of the students' fluency in speaking between those students who were taught by 4/3/2 technique and those who were not?

D. The Objectives and the Significance of the Research

1. The Objective of the research

- 1) To find out the information about the students' fluency in speaking by using 4/3/2 technique.
- 2) To obtain the data about students' fluency in speaking without using 4/3/2 technique.
- 3) To elicit the data about the significant difference of the students' fluency in speaking between these students who are taught by 4/3/2 technique and those who are not.

2. Significance of the Research

- 1) This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- 2) This research finding is also expected to give positive contributing related to the process of teaching and learning especially in term of fluency in speaking at MA Darul Hikmah.
- 3) This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concern very much world of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Speaking

1) The Nature of Speaking

Speaking is a part of our daily life. Every day we need to communicate with other people, such as give something, or we ask information or something we need to speak. The average person produces a thousand of word a day.¹ So speaking is very important in our life. Sometimes, using language (speaking skill) when remember our friends' names, neighbors' names or things around us, it is because repeat someone or something. Speaking is not only crucial in our daily life but also a crucial part of the language learning process.²

Speaking is the productive aural or oral skill.³ Or it can be called meaning as focus output.⁴ Meaning focuses output learning involves speaking and writing whereas meaning focus input learning involves reading and listening. The activities of Speaking and writing include talking conversation, making a letter, making a note, telling story or telling someone to do something. It is contrary to reading and listening. The typical activities of reading and listening are received such as shared reading, extensive reading, watching TV, listening to story.

¹Scott Thornbury, *How To Teach Speaking*, (Pearson Longman).

³. Kalayo Hasibuan and Fauzan Ansori, *Teaching English As a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha Press, 2007), 104.

³ David Nunan, *Practical English Language Teaching*, (Sydney: McGraw Hill, 2003), 48.

⁴ I. S. P. Nation and J Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), 30.

Therefore the important thing that everything want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

The successful speaker is capable to convey easily and effectively in long turn.

There are five basic types of speaking or oral production.⁵ They are:

1) Imitative

It is someone is interested only what is labeled by “Pronunciation”.

She/ he imitate a native speaker’s pronunciation.

2) Intensive

It is someone’s ability to gain the meaning of the conversation based on the context.

3) Responsive

It refers to someone comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

4) Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

⁵ H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (New York: San Francisco State University, 2004), 141.

5) Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

All of the components above are the kinds of oral presentation that often come in the class. Such as giving task; word repetition class, read aloud task, question- answer, and interview.

2) Speaking Skill

Based on the curriculum, speaking is one of the skills that has to be taught by teacher. “Developing communication competence in oral and written form. Communication competence includes listening, speaking, reading and writing.”⁶ Speaking is an facility to communicate each other. Many people evaluate their successfully english from speaking.

Brown,⁷ states that there are components in speaking skill that can be criteria for conducting assessment. It has the purpose to serves as taxonomy of skill which you select one or several that will become object of an assessment task. Micro skill refers to producing the smaller chunk of language such as phonemes, morphemes, words, collocations and phrasal unit. Macro skill refers to speakers’ focus in target element; fluency, discourse, functions, style

⁶ Department Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, 2006, 307.

⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (New York: San Francisco State University, 2004), 142.

cohesion, nonverbal communication, and strategic option. There are sixteen components of micro and macro skill⁸.

- 1) Micro skill
 - a) Produce chunks of language of different lengths
 - b) Orally produce differences among the English phonemes and allophonic variants
 - c) Produce English stress patterns, words in stressed and unstressed position, rhythmic, and international contours
 - d) Produce reduced forms of words and phrases
 - e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
 - f) Produce fluent speech at different rates of delivery
 - g) Monitor your own oral production and use various strategic devices pauses, fillers, self- corrections, backtracking-to enhance the clarity of the message.
 - h) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) word order, patterns, rules and elliptical forms.
 - i) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
 - j) Express a particular meaning in different grammatical forms.
- 2) Macro skill
 - a) Use cohesive device in spoken discourse.
 - b) Accomplish appropriately communicative functions according to situation, participants, and goals.
 - c) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face to face conversation
 - d) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
 - e) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
 - f) Develop and use a battery of speaking strategies. Such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understands you.

Component of fluency refers to micro skill is Produce English stress patterns, words in stressed and unstressed position, rhythmic, and international contours, Produce reduced forms of words and phrases, use an adequate

⁸ Ibid., 142

number of lexical units (words) in order to accomplish pragmatic purposes, produce fluent speech at different rates of delivery, monitor your own oral production and use various strategic devices pauses, fillers, self- corrections, backtracking-to enhance the clarity of the message, produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.

3) Teaching Speaking

In teaching speaking, teachers' effort is very needed to help the students. The teachers' methods or techniques are very influence in teaching English especially in speaking. Brown⁹, states that there are four aspects that should consider to teaching oral communication;

- 1) Teaching pronunciation. As a speaker of language we need to understand how words, phrases and sentences are pronounced.
- 2) Teaching fluency and accuracy. Fluency and accuracy are the goal of Teaching Communicative Learning (CLT). Fluency and accuracy issues often use message oriented (or some call it teaching language use) and language oriented (teaching language usage) in our teaching.
- 3) Affective factors. Teachers' affective such as to correct what the students say is not good. Students will never talk because they will feel reluctant to speak. Our job as a teacher is to provide the kind of warm, and encourage the students to speak.

⁹ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (New York: Pearson Longman 2007), 269.

- 4) The interaction effect. To make the students' interaction naturally is very difficult. Interaction necessarily involves trying to understand and make yourself understood. To ensure that you are understood, try to ask for clarification, repetition, or explanations during conversation, learners get the people they are speaking to address them with language at a level they can learn from and understand.

Five principles for teaching speaking by Nunan¹⁰ are as follow:

- 1) Be aware of the differences between second language and foreign language learning contexts. It means that foreign language contexts are not one of the targets languages of communication in society, whereas second language contexts are one of the targets languages of communication in society.
- 2) Give students practice with both fluency and accuracy. Accuracy means how students can use the target language, when and to who they are speaking with. Fluency means the students can use language quickly and confidently, with few hesitations or unnatural pause, false starts, etc.
- 3) Provide opportunities for students to talk by using a group work or a pair work, and limit teachers' talk. Pair and group work activities can be used to increase the amount of time that learners get to speak in the target language during the lessons.

¹⁰ Op. Cit, 54.

- 4) Plan speaking tasks that involve negotiation for meaning. It is important because interaction necessarily involves to understand and make yourself understood.
- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

From the theories above, there are some similar items that should be taught by teacher such as, teaching conversation and teaching fluency and accuracy. Here the writers assume that fluency and accuracy are crucial aspect that should be taught by the teacher.

4) The Nature of Fluency

Fluency is the ability to speak (and understand) English quickly and easily without translation. In other word, we can speak and understand instantly. Many experts define fluency. Fillmore's,¹¹ identifies for abilities that might be subsumed under the term of fluency, the first of which is the ability to talk at length with few pauses. The tree other abilities including the ability to talk in coherent, reasoned, and semantically dense sentences, the ability to have appropriate things to say in a wide range of contexts and finally the ability to be creative and imaginative in language use. Fluent speech is automatic, not

¹¹ Fillmore's in Dina Al Sibai. *Promoting oral Fluency of Secong Language Learners*.2004. Retrieved on February 29th 2012. (<http://faculty.ksu.edu.sa/dinaalsibai/Research%20Papers/12.%20Oral%20Fluency%20Lit%20Review.pdf>)

required much attention or effort, and characterize by the fact that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently.¹²

According to Hedge¹³ states that in ELT fluency has two definitions. First, typically dictionary fluency defines as able to speak and write a particular language competently and with ease. It refers to productive skill. They also distinguish three types of fluency:

- 1) Semantic fluency, including linking together propositions and speech acts.
- 2) Lexical syntactic, including linking together syntactic constituent and words.
- 3) Articulator fluency, including linking together speech segments.

From the theories above, the researcher try to clarified about the type of fluency:

- 1) Semantics fluency including linking together proposition and speech act.

Proposition is something which is named or talked about, such as argument etc.¹⁴ Whereas speech act is a communicative view of language holds as axiomatic that when someone say something they are also doing something.¹⁵ The meaning utterances such as expressing request, praise,

¹²Lennon in Rhicard Schmidt. *Psychological Mechanisms Underlying Second Language Fluency*. Retrived on: June 19th 2012.
<http://nflrc.hawaii.edu/PDfs/Schmidtpsychologicalmechanismsunderlyingscodlanguagefluency.pdf>

¹³ Ibid, 26

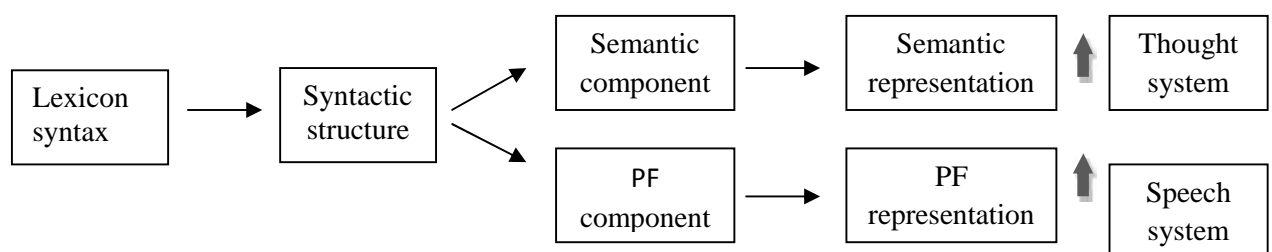
¹⁴ Jack C. Ricard, John Platt and Heidi Platt, *Language Teaching and Applied Linguistics*, 2nd ed. (Harlow: Longman, 1992), 279.

¹⁵ Scott Thorbury. *How to Teach Speaking*. Longman.

warning, promise etc. Type of fluency here is, get ideas what is saying. Know the meaning of sentence that is used.

- 2) Lexical syntactic, including linking together syntactic constituent and words.

Syntax is the scientific study of sentence. Syntax relate with structure and grammar. According to Radford¹⁶, the syntactic structure serves an input into two other components of grammar. It can be seen following diagram:



Both components are, semantic component syntactic structure into corresponding semantic representation, it is to a representation of linguistic aspect of its meaning. Another is a PF component it is called because it maps the syntactic structure into PF representation. It is to a representation of its phonetic form, giving us phonetic spell out for each word, telling us how it is pronounced. The semantic representation interfaces with systems of thought, and the PF representation with systems of speech. The type of fluency here is syntactic structure, looking at how words are combined together to form phrases and sentences. The phrases and sentences are built up by a series of merger operations, each of which combines a pair of constituents together to form a larger constituent.

¹⁶ Andrew Radford, *English Syntax* (Cambridge: Cambridge University Press, 2004), 3.

3) Articulator fluency, including linking together speech segments

Articulation involves the use of the organ of speech to produce sound.

According to Christina and Gercia define that fluency considering with criteria of the American Council on Teaching of Foreign Languages (ACTFL)¹⁷.

Here fluency is defined as: 1). Quantity of the speech or length of the learners' utterances per response. 2). Flows of the learners' speech measured by pauses and, 3). Evidence of the struggle with the language.

Additional definition comes from Lennon¹⁸ in Nel De Jong, defines fluency in broad and narrow definition. Broad: general oral proficiency whereas narrow: speed and smoothness of oral delivery.

Nation states that there are characteristics of fluency including four skills¹⁹:

- 1) Fluent language use involves the processing of language in real time. That is learners demonstrate fluency when they take a part in meaning focused activities and do it with speed and ease without holding up the flow of talk. There are observable signs that can be used to measure changes in fluency. These include speech rate (as measure in word or syllables per minute) number of filled pauses such as um, ah, er and number of unfilled pauses.
- 2) Fluent language use does not require a great deal of attention and effort from the learners.
- 3) If we consider the four goals of language, ideas, skill, text (LIST) fluency is a skill. Although it depends on quality of knowledge of the language and its developments involve the addition to and restructuring of knowledge, in essence it involves making the best possible use of what already known.

¹⁷ Christina and Isabelli Gercia, *Development of Oral Communication Skill of Abroad*. Retrieved on February 22nd 2012. <http://174.165.92/overview/domain.aspx?q=frontiersjournal.com>

¹⁸ Nel De Jong, *Developing Fluency*. Retrieved on December 28th 2012. http://learnlab.org/uploads/mypslc/talks/lote-colloquium_march08_2.ppt

¹⁹ I. S. P. Nation and J Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge 2009). 151.

All of these characteristics of fluency; message focus activity, easy tasks and performance at a high level are designed to develop fluency. From three characteristics above the writer assumes that two of them refer to speaking skill, it can be concluded as follow;

- 1) Speaking with speed and ease without holding up the flow of talk.
- 2) Fluency can be measured by speech rate (words or syllables per minute) and number of filled pause such as um, ah, er and number of unfilled pause.
- 3) Speaking fluent means that does not need a great deal of attention and effort from the learners, or we called “speak naturally”.

All of these theories it can conclude that the most components of fluency are flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation, length of utterances. Based on theories above, the writer assumes that the characteristics of students speaking fluency of MA Darul Hikmah are the length of utterances, absence of pausing and hesitation.

5) Teaching Fluency in Speaking

Fluency is the important component of teaching English, including in speaking skill. Many people evaluate their English ability from their speaking skill. So they become fluent speakers that are the aim of all students. Ricard²⁰ states that some of the schools’ syllabuses emphasize both fluency and accuracy as the goals of teaching and learning. Furthermore, Brown²¹ states

²⁰ Jack C. Ricard, *Teaching Listening and Speaking from Theory to Practice*, (electronic Version), (Cambridge: Cambridge University Press 2008), 25.

²¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 5th ed. (San Francisco, California: Pearson Longman 2007),

that fluency and accuracy are both important goals to pursue CLT. Including Indonesia, fluency and accuracy are the components that have to achieve by students.

According to syllabus²² at the second grade, for the first semester in basic competence that the students in expressing the meaning of transactional and interpersonal conversation use various oral language accurately, fluently, the contextual life that involves expressing; advice, celebration, and feeling relief, pain and pleasure. Fluency and accuracy often come together, but those are different. Brown²³ states that achieving accuracy that focuses on elements of phonology, grammar and discourse in their spoken output. While, in achieving fluency is a stream of speech. Another expert, Nunan²⁴ defines accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speaker uses the language quickly, confidently, with few habitations or pauses, false starts, word searches, etc.

According to Nation and Newton²⁵, teaching fluency however will increase accuracy. In their research Arevart and Nation, the research results indicates that improvement in fluency moreover, it also increases a grammatical complexity and reduces errors. Nation²⁶ also designs the activities to teach fluency:

²² Tim Penyusun Silabus SMAN 1 Pangkalan Kerinci, 2012. (Unpublished: 2009), 45.

²³ Op. Cit, 140.

²⁴ David Nunan, *Practical English Language Teaching*, (Sydney: Mc GrawHill, 2003), 55.

²⁵ I. S. P. Nation and J Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), 71.

²⁶ Ibid, 154-156.

- 1) Easy task. To make students understand and can speak fluency, the task given should be easy or the students' experiences.
- 2) Message focus. Having a clear outcome to an activity encourage a meaning focus because the learners use language for achieve outcome.
- 3) Time pressure. One way to encourage learners to reach higher level than usual level of performance is by limiting the time in which they can do something.
- 4) Planning and preparation. Research found that the learners who were not given time to plan, the learners who planned productively longer utterances and produce more grammatically complex speech. While the purpose of preparation is to make the quality of subsequent listening or speaking that reach a higher that it would without the preparation.
- 5) Repetition. The success of repetition activities largely depends on the repetitions involving substantially the same message.

There are three kinds how to measure the fluency scale. According to Weir²⁷, the fluency scale can be seen below:

0. Utterances halting, fragmentary and incoherent.
 1. Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
 2. Sign in developing attempts at using cohesive devices, especially conjunction.
 3. Utterances, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.

²⁷ C. J. Weir, *Understanding and Developing Language Test*, (Great Britain: Prentice Hall International, 1993), 40.

It differs from Weir, according to Hasselgren in Louma²⁸ the fluency scale can be seen below:

1. Speakers' utterance is short, often a single word. There are long pause when they are trying to understand the interlocutor, getting clarification, or searching for words or forms. Repetition and restarts are common. Sometimes the speakers are unable to make responses, and messages are sometimes abandoned because of the language shortcomings.
2. Speakers frequently need help in order to understand their interlocutor, but messages, once started, are generally fulfilled in a simplistic way, without expansion, e.g. through examples, pausing, still occur when looking for lexical or grammatical choice – sometimes with circumlocutions and often with midway switch of formulation.
3. Speakers usually understand the interlocutor. They seem more aware of the proposition, and pausing will occur in making these choices, with some appealing to the interlocutor. Utterances tend to be more expanded. Backchannelling – using *hm* or *yeah* – helps to make conversation more natural.
4. Misunderstandings are rare. Speakers are use hedges to express lack of certainty in the propositions. Few single – e\word utterances are given, and speakers expand their utterances, e.g. providing back – ups to opinions. Time is spent planning the content of the proposition and how to express themselves and present their views. Reformulations occur when the speaker is not satisfied with the proposition or the correctness of the formulation.
5. Speakers demonstrate more confidence and are less likely to express propositional uncertainty. They rarely pause for reasons of grammar or word choice. Reformulations occur mainly for reasons of expressing proposition fully. They expand and support themselves. They respond very quickly.

Penny Ur²⁹ state that scale for fluency, the maximum score is five.

1. Little no communication
2. Very hesitant and brief utterances, sometime difficult to understand
3. Get ideas across but hesitantly and briefly
4. Effective communication in short turn
5. Easy and effective communication in long turn

The criteria are given by Nation almost involve in 4/3/2 technique, so the writer assumes that this technique will help the students' fluency in speaking.

²⁸ Louma, Sari. *Assessing Speaking*. (Cambridge: Cambridge University 2004), 87.

²⁹ Penny Ur. *A Couse In Language Teaching*, (Cambridge: Cambridge University Press 1991), 120.

Actually these theories on assessing fluency are almost similar. In order to ease assessing fluency in speaking the researcher uses scale for fluency from Penny Ur.

2. 4/3/2 Technique

1) The Nature of 4/3/2 Technique

This technique is including communicative language teaching approach (CLT). Communicative language approach is an approach to foreign or second language teaching with emphasizes that the goal of language learning is to communicate competence.³⁰ This approach refers to meaning than structure or form. 4/3/2 technique is the technique that can improve fluency. The way to develop fluency is meaning focused. According to Brown³¹ that communicative language teaching approach emphasizes fluency.

4/3/2 technique is part of Audio-lingual method. Audio-lingual method is a method of foreign language or second language teaching with emphasizes the teaching listening and speaking before reading and writing.³² The characteristics of audio-lingual method are; priority is given to spoken rather than written language, language learning is basically a matter of developing a set of habits through drilling.³³

³⁰ Jack C. Richards, John Platt and Heidi Platt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Harlow: Longman 1992), 65.

³¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 5th ed. (San Francisco, California: Pearson Longman 2007)

³² Ibid, 25

³³ David Nunan, *Practical English Language Teaching*, 1th ed. (Sydney: McGraw Hill, 2003), 55.

4/3/2 technique is the technique that is created by Maurice in 1983. According to Nation³⁴, 4/3/2 technique can improve fluency. According Julian Bamfor and Ricard R. Day³⁵, 4/3/2 technique is the technique that can enhance oral fluency and to share with other students what they have read. According to Nel De Jong and Charles Perfective that 4/3/2 technique is the technique that gives learners the opportunity to speak with higher than normal fluency and complexity during their third delivery. They also state that there are two main features of 4/3/2 technique: time pressure and speech repetition. Automatically, when they have time pressure to deliver something, it can encourage the students to speak more quickly and efficiently, with shorter pause. The benefit of repetition is in a repeated speech, some knowledge is already activated, and therefore easier to access.³⁶

2) The Purpose of 4/3/2 Technique

According to Nation³⁷ the purpose of 4/3/2 technique are;

- a) First, the learner is encouraged to process a large quantity of language by allowing the speaker to perform without interruption and by having the speaker make three deliveries of the same text.

³⁴ I. S. P. Nation and J Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), 71

³⁵ Julian Bamford and Ricard R. Day, *Extensive Reading Activities for Teaching Language*, (Cambridge: Cambridge university press, 2004), 95.

³⁶ *The Study of Oral Fluency Development*. Retrieved on 20 January 2012. http://learnlab.org/uploads/mypslc/talks/lote-colloquium_march08_2.ppt.

³⁷ Paul Nation. *Fluency and Learning*. Retrieved on 19 July 2012. <http://www.melta.org.my/ET/1991/main1.html>

- b) Second, the demands of the activity are limited to a smaller set than would occur in most uncontrolled learning activities; i.e. the learner has control over the topic and language being presented.
- c) Third, the learner is helped to reach a high level of performance by having both the opportunity to repeat the message and by the challenge by decreasing the time to convey that message.

3) The Procedure of 4/3/2 Technique

According to Bamford and Ricard³⁸ (2004), there are four steps to perform 4/3/2 technique; Model the activity in class. For homework, tell students to select a book they have read and prepare to tell the story three times to three different classmates in four, then three, then two.

- a) The teacher gives the students chance to select narrative text in their book, than they read and prepare to tell the story three times to three different classmate in four, then three, then two minutes.
- b) The teacher asks to the students to find a partner and tell their story in four minutes. The listeners' job is to listen and to ask at least one question about the story. The listening partner also serves as a timekeeper and monitoring to make sure that the teller follows the procedure. The partners then switch roles.
- c) The teacher asks to the students to find a different partner and tell the same story in three minutes, following the same procedure as step 2.

³⁸ Bamford, Julian and Richard R. Day, *Extensive Reading Activities for Teaching Language*, (Cambridge: Cambridge University Press 2004), 95

- d) The teacher asks to the students to find a different partner and tell the same story in two minutes following the same procedures as step 2.

4) The Variation of 4/3/2 Technique

- a) Another variation comes from Bamford, Julian and Ricard R. Day (2004),³⁹ state that with low level students, it can give more time, other than 4/3/2, students can do 5/4/3 or 6/5/4.
- b) It is about the topics given. According Nation and Newton⁴⁰, students' preparation is in the class and, Nation suggests that the topic given is about the topic that happens to them. Because the chronological order of the event and experience will ease to learner for remember. Whereas, according to Bamford and Ricard⁴¹ states that the topics are given or students prepare the topic in their home.

B. The Relevant Research

1. A research from Zhou Aijie

Zhou Aijie conducted the research on 2006. The title of the research was The Effect of the 4/3/2 Technique on Spoken English Production. This is qualitative research. The subjects of this research were 20 freshman non English majors. The findings provide further encouraging support that the 4/3/2 technique has some good effects on spoken English Production, not only in oral fluency but also in linguistic accuracy, complexity and appropriateness.

³⁹Ibid., 95

⁴⁰ I. S. P. Nation and J Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), 71

⁴¹ Op. Cit, 96

Finally, this research puts forward some pedagogical implications of the 4/3/2 technique in foreign language teaching⁴².

The method of the research above was qualitative research. It is different from this research. In this research used quantitative research focus on experimental research.

2. A research from Charisudin Suryawira

Charisudin Suryawira conducted the research on 2011. The title of the research was “The Effect of 4/3/2 Technique on Students’ Oral Fluency at SMPN 5 Malang”. The method of this research was experimental research. It used pre-experimental design. The subjects of the study were ten students of class VIII-B of the first semester in the 2011/2012 at SMPN 5 Malang.

The research findings indicated that the 4/3/2 technique has significant effect on the students’ fluency. Regarding the research findings, it was evident that 4/3/2 technique has significant effect on the development of fluency of junior high school students.⁴³

Actually, there are some differences from the relevant research above; subject, method of research and assessment. But the main important one is the technique. 4/3/2 technique is the technique for oral fluency.

⁴² Zhou Aijie. *A Further Study of The Effects of the 4/3/2 Technique on Spoken English Production*. Retrieved on 28 May 2013. <http://www.celea.org.cn/teic/65/65-12.pdf>

⁴³ Charisudin Suryawira. *The Effect on the Students’ Oral Fluency at SMPN5 Malang*. Retrieved on 28 May 2013. <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/18214>

C. The Operational Concept

The operational concept is used to avoid misunderstanding in carrying out this research. So, it is necessary to clarify and explain briefly, in order to ease to be measured. There are two variables in this research:

1. Independent variable

4/3/2 technique is as independent variable that will influence dependent variable (fluency in speaking). The procedures to perform the technique as follows:

Here are the procedures to teach 4/3/2 technique:

- 1) The teacher gives the students chance to select narrative text in their book, than they read and prepare to tell the story three times to three different classmate in four, then three, then two minutes.
- 2) The teacher asks to the students to find a partner and tell their story in four minutes. The listeners' job is to listen and to ask at least one question about the story. The listening partner also serves as a timekeeper and monitoring to make sure that the teller follows the procedure. The partners then switch roles.
- 3) The teacher asks to the students to find a different partner and tell the same story in three minutes, following the same procedure as step 2.
- 4) The teacher asks to the students to find a different partner and tell the same story in two minutes following the same procedures as step 2.

2. Dependent variable

Students' fluency in speaking is as dependent variable. It will be measured by using test of fluency. In this research, there are two classes that must be measured; those are an experimental class and a control class. The indicators of students' fluency in speaking are as follows:

- 1) Students are able to speak understandably
- 2) Students are able to get ideas to speak
- 3) Students are able to speak easily
- 4) Students able to produce speech in natural constituents-in appropriate phrases, pause groups, breathe groups, and sentences in long turn.

D. The Assumption and the Hypothesis

1. The Assumption

- 1) The better 4/3/2 technique is applied the better result the students can achieve to speak fluently.

2. The Hypothesis

H_a : There is a significant difference of fluency in speaking between those students who are taught by using 4/3/2 technique and those who are not.

H_o : There is no significant difference of fluency in speaking between those students who are taught by using 4/3/2 technique and those who are not.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research is a quasi-experimental with non equivalent control group design. According to “Kerlinger in Louis Cohen”¹, quasi experiment is compromise design when conduct in educational research where the random selection or random assignment of schools and classroom is quite impracticable. According to “Muijs, Daniel”², the design of this research can be illustrated as follows:

CONTROL GROUP PRE-TEST AND POST-TEST DESIGN

	1. Pre-test	2. Treatment	3. Post-test
Experimental group X (<i>XI IPA AI</i>)		X (<i>4/3/2 Technique</i>)	X (<i>XI IPA AI</i>)
Control group	(<i>XI IPA AB</i>)	X (<i>Three Phase Technique</i>)	(<i>XI IPA AB</i>)

B. Location and Time of Doing Research

The location of this research is at MA Darul Hikmah. The school is located at Jl.Manyar Sakti km12, Tampan Pekanbaru. It was conducted on February 2013.

¹ Cohen, Louis. Lawrence Manion And Keith Morrison. *Research Methods in Education*. 6th Ed. (New York: Routledge, 2007), 283.

² Muijs, Daniel, *Doing Quantitative Research in Education* (London: Sage Publication 2004), 18.

C. Object and Subject of the Research

1. The object of this research is the improvement of fluency in speaking.
2. The subject of this research is the second grade students registered in 2012/2013 academic year.

D. Population and Sample of the Research

The population of this research was the second year of MA Darul Hikmah Pekanbaru. These were six classes that consist of two classes for science department, two classes for social department and two classes for religious department.

The population above was large enough to be taken as sample. Based on the limitation of the research, the reseacher took only two classes. These classes took by using cluster sampling. According to Cohen, by doing cluster sampling, the resecher can select a specific number of schools and test all the students in those selected schools.³ Moreover, Singh believe that a cluster sampling is to select the intact group as a whole. In cluster sampling the simple units contain group of elements (clusters) instead of individual members or items in the population.⁴

³ Opcit., 112

⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*,. (New Delhi: New Age international Publishers, 2006), 79.

These classes were XI IPA I as an experimental class and XI IPA II as a control class.

TABLE III.1
THE TOTAL SAMPLING OF THE SECOND YEAR
STUDENTS OF MA DARUL HIKMAH

NO	CLASS	POPULATION
1	XI IPA I	27
2	XI IPA II	26
	Total	53

Actually, the total numbers of the students of experimental class were 27. Whereas, the control class was 26, but there were only 25 students for the experimental class and 25 students for the control class who always came and followed learning activities during the research. In this case, there were three students; two students from the experimental class and one from the control class, who did not get enough treatment even some of them never had it et al. It was caused by many reasons, they were sick, absent, unmotivated; went outside when studying English began, and stopped studying, but those factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data were only taken from the students who always came to school and followed the treatment given.

E. Technique of Data Collection

In order to get the data for this research, the researcher uses test.

Interview

The technique to collect the data is interview. Interview is a common format to get the information. Interview is the technique that is held together contrast between interviewer and student⁵. Effective interview contains a number of mandatory stages; warming-up, level check, probe, wind-down. The result of this assessment was to provide the information about the students' speaking fluency. It was administered in two times. First for pretest, it was performed before treatment. Second for posttest, it will be performed at the end of treatment. The students did the test based on the topic given. The topic was given on the pretest also given on the post test.

TABEL III.3
PRE-TEST AND POST-TEST TASK

OF EXPERIMENTAL AND CONTROL CLASS

No	Pre-test	Post-test
1	Interview about How Do Hawks Hunt Chicks	Interview about How Do Hawks Hunt Chicks
2	Interview about Why Do the Sun and the Moon Live in the Sky?	Interview about Why Do the Sun and the Moon Live in the Sky?
3	Interview about The Legend of Sura and Baya	Interview about The Legend of Sura and Baya

⁵ Harold S. Madsen. *Technique in Testing*. (Oxford: Oxford University Press.1983), 162.

The students were recorded. Those recordings then were transcribed and analyzed. The data were analyzed by comparing raters. Mean score of control and experimental classes is categorized as follow⁶.

TABEL IV. 3
THE CLASSIFICATION OF THE SCORE

No	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-55
5	Fail	30-39

A. The Technique of Data Presentation and Analysis

The data that had been collected by interview was presented in the chapter IV. Fluency in speaking test for knowing students' fluency in speaking test result.

In analyzing the data, the researcher used scores of pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically by using independent sample T-Test formula.

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

⁶Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara 2009),75.

Where:

- t_o : the value of t- obtained
- M_x : mean score of experimental sample
- M_y : mean score of control sample
- SD_x : the standard deviation of experiment group
- SD_y : the standard deviation of control group
- N : the number of students.⁷

The researcher provides t-test because it is used to compare mean from two groups.⁸ They are an experimental class and a control class.

⁷ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar. 2004). 168

⁸ Bambang Setiad, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006). 165

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The researcher presented the significant difference of the students' fluency in speaking between these students who were taught by using 4/3/2 technique and those who were not.

The data of this speaking test were the score of the students' from pre-test to post-test for both experimental and control classes. The data were collected through the following procedures:

1. The researcher asked the students either experimental or control class to respond the interviewer.
2. The responding of interviewee of fluency in speaking performance was recorded and evaluated by using Penny Ur's theory. This was fluency scale.
3. The students' speaking results were evaluated by two raters.
4. The researcher added the scores from the raters and divided it.

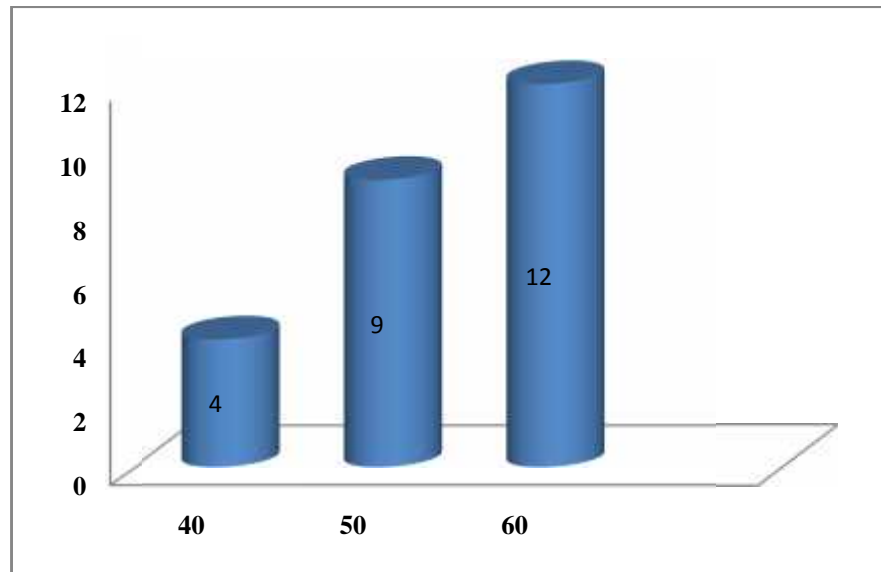
B. The Data Presentation

The data that presented were the students' fluency in speaking score from pre test to post test from both experimental and control classes. In giving the test; pre test and post test, the students were asked to respond the interviewer. The speaking test was deals with narrative text. It was the topic being taught at the time and was evaluated by students' fluency in speaking.

1. Pre Test

TABLE IV.I
STUDENTS' FLUENCY IN SPEAKING SCORE
OF PRE-TEST AT EXPERIMENTAL CLASS

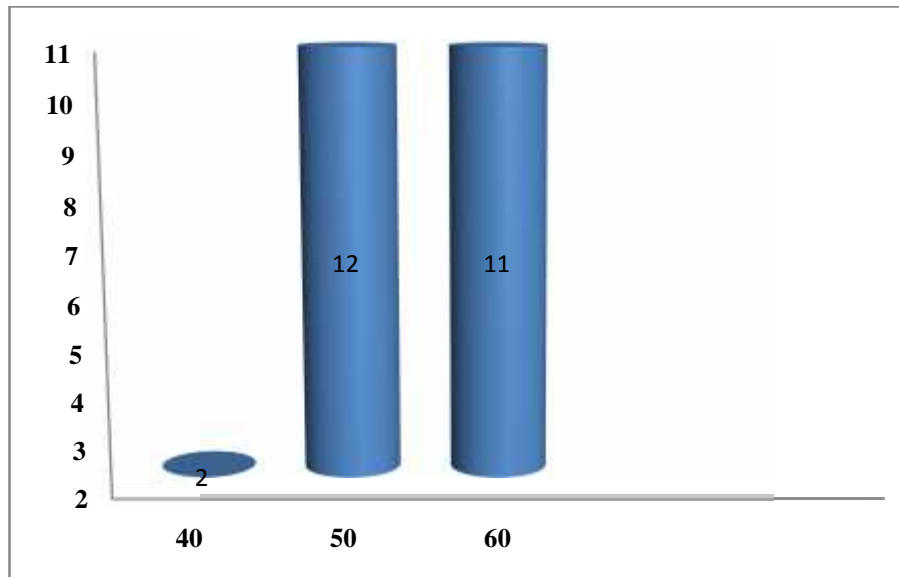
NO	S	STUDENTS' FLUENCY IN SPEAKING ASSESSMENT				
		RATER				T
		1	2	T	S	
1	S1	3	3	120	60	60
2	S2	2	3	100	50	50
3	S3	2	2	80	40	40
4	S4	3	3	120	60	60
5	S5	3	2	100	50	50
6	S6	3	2	100	50	50
7	S7	3	3	120	60	60
8	S8	3	3	120	60	60
9	S9	3	2	100	50	50
10	S10	3	3	120	60	60
11	S11	2	3	100	50	50
12	S12	2	2	80	40	40
13	S13	3	3	120	60	60
14	S14	3	3	120	60	60
15	S15	3	2	100	50	50
16	S16	2	3	100	50	50
17	S17	3	3	120	60	60
18	S18	2	2	80	40	40
19	S19	3	3	120	60	60
20	S20	3	2	100	50	50
21	S21	3	2	100	50	50
22	S22	2	2	80	40	40
23	S23	3	3	120	60	60
24	S24	3	3	120	60	60
25	S25	3	3	120	60	60
MEAN						53.2



Based on the table above, mean of the students' score were 53.2. Besides, it showed that there was 4 students who got score 40, 9 students got 50, and 12 students got 60. In addition, there were 25 students. The highest score was 60 and the lowest score was 40. The highest frequency was 12 at the score of 60. The diagram column above was not normal. It was increasingly high from score 40 to 50.

TABLE IV.2
STUDENTS' FLUENCY IN SPEAKING SCORE
OF PRE-TEST AT CONTROL CLASS

NO	S	STUDENTS'FLUENCY IN SPEAKING ASSESSMENT				
		RATER				T
		1	2	T	S	
1	S1	2	3	80	50	50
2	S2	2	3	100	50	50
3	S3	2	3	100	50	50
4	S4	3	3	120	60	60
5	S5	2	3	100	50	50
6	S6	3	3	120	60	60
7	S7	2	3	100	50	50
8	S8	3	3	100	60	60
9	S9	3	2	100	50	50
10	S10	3	3	120	60	60
11	S11	2	3	100	50	50
12	S12	2	3	100	50	50
13	S13	3	3	120	60	60
14	S14	2	3	80	50	50
15	S15	2	3	80	50	50
16	S16	2	2	80	40	40
17	S17	3	3	120	60	60
18	S18	3	3	120	60	60
19	S19	2	2	80	40	40
20	S20	3	2	120	50	50
21	S21	3	3	120	60	60
22	S22	3	2	100	50	50
23	S23	3	3	120	60	60
24	S24	3	3	120	60	60
25	S25	3	3	120	60	60
MEAN						53.6

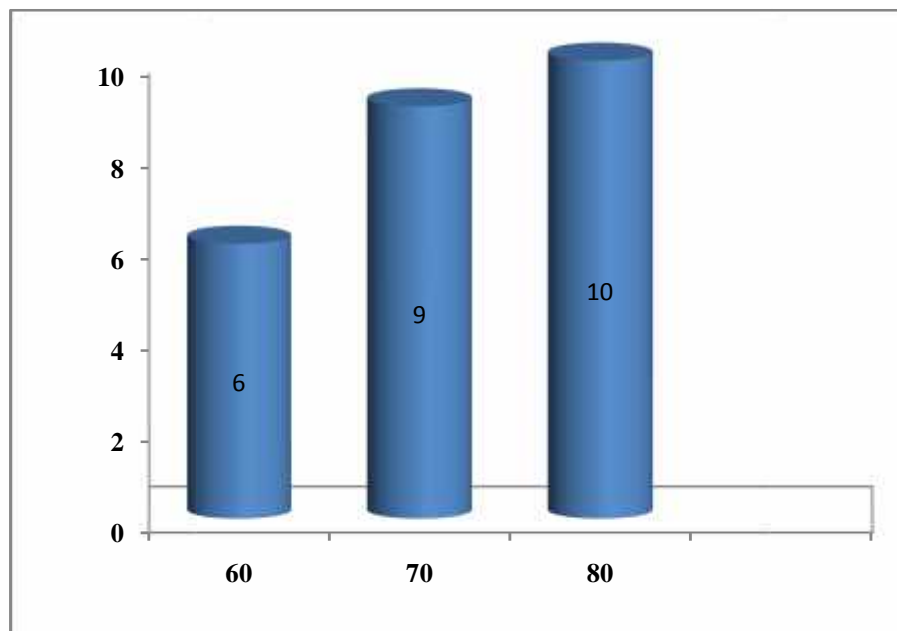


Based on the table above, mean of the students' score were 53.6. It also showed that, there were 2 students who got 40, 12 student got 50, and 11 students got score 60. The highest score was 60 and the lowest score was 40. The highest frequency was 12 at the score 50. The diagram column above was not normal. It was increasingly high from score 40 to 50.

2. Post Test

TABLE IV.3
STUDENTS' FLUENCY IN SPEAKING SCORE
OF POST-TEST AT EXPERIMENTAL CLASS

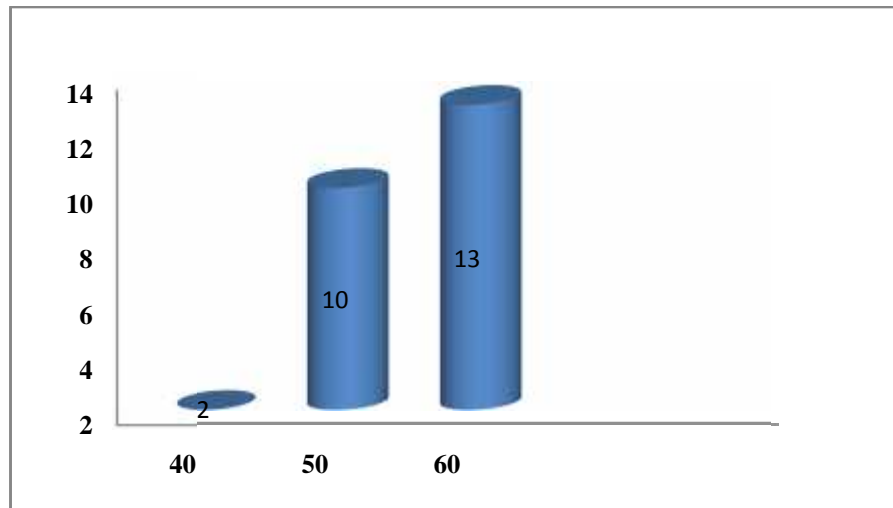
NO	S	STUDENTS'FLUENCY IN SPEAKING ASSESSMENT				
		RATER				T
		1	2	T	S	
1	S1	4	4	160	80	80
2	S2	4	3	140	70	70
3	S3	3	3	120	60	60
4	S4	4	4	160	80	80
5	S5	3	4	140	70	70
6	S6	4	4	160	80	80
7	S7	4	4	160	80	80
8	S8	3	4	140	70	70
9	S9	3	3	120	60	60
10	S10	3	4	140	70	70
11	S11	4	4	160	80	80
12	S12	3	3	120	60	60
13	S13	3	3	120	60	60
14	S14	4	4	160	80	80
15	S15	4	3	140	70	70
16	S16	3	4	140	70	70
17	S17	4	4	160	80	80
18	S18	3	3	120	60	60
19	S19	4	4	160	80	80
20	S20	3	4	140	70	70
21	S21	4	3	140	70	70
22	S22	3	3	120	60	60
23	S23	4	4	160	80	80
24	S24	4	3	140	70	70
25	S25	4	4	160	80	80
MEAN						71.6



Referring on the table above, mean of the students' score was 71.6. In addition, it showed that 6 students who got 60, 9 students got score 70 and 10 students who got 80. The highest score was 80 and the lowest score was 60. The highest frequency was 10 at the score 80. The diagram column above showed the diagram was not normal.

TABLE IV.4
STUDENTS' FLUENCY IN SPEAKING SCORE
OF POST-TEST AT CONTROL CLASS

NO	S	STUDENTS'FLUENCY IN SPEAKING ASSESSMENT				
		RATER				T
		1	2	T	S	
1	S1	3	2	100	50	50
2	S2	2	2	80	40	40
3	S3	2	3	100	50	50
4	S4	3	3	120	60	60
5	S5	2	2	80	40	40
6	S6	3	3	120	60	60
7	S7	3	3	120	60	60
8	S8	3	3	120	60	60
9	S9	2	3	100	50	50
10	S10	3	3	120	60	60
11	S11	2	3	100	50	50
12	S12	2	3	100	50	50
13	S13	3	3	120	60	60
14	S14	2	3	100	50	50
15	S15	2	3	100	50	50
16	S16	2	3	100	50	50
17	S17	3	3	120	60	60
18	S18	3	3	120	60	60
19	S19	3	3	100	60	60
20	S20	2	3	100	50	50
21	S21	3	3	120	60	60
22	S22	3	2	100	50	50
23	S23	3	3	120	60	60
24	S24	3	3	120	60	60
25	S25	3	3	120	60	60
MEAN						54.4



Referring to the table above, it showed that, mean of the students score was 54.4. There were 2 students who got score 40, 10 students got 50, 13 students who got 60. The highest score was 60 and the lowest score was 40. The highest frequency was 13 at the score of 60. The diagram column was not normal.

C. The Validity and Reliability of the Test

1. Validity

In this research, the researcher used construct validity. Sugiono¹ states that to analyze the construct validity it can be used judgment expert. To measure instrument of the student's fluency in speaking test, the researcher used inter-rater validity. In other word, the students' fluency in speaking is scored by judgment experts. Referring to Sugionoto to analyze the construct validity it can be correlated each item. The researcher used correlation

¹ Sugiono. *Statistika untuk Penelitian*. (Bandung:Alfabeta. 2012), 352.

product moment formula to correlate between two scores of the experimental and the control classes. The more similar between experimental and control classes the more valid of its instrument will be. The correlation product moment formula is as follows²:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

TABLE IV.5
THE TABLE OF COEFICIENT CORRELATION
AT PRE TO POST TEST OF EXPERIMENTAL CLASS

No	PRE TEST (x)	POST TEST (y)	x	y	xy	x ²	y ²
1	60	80	6.8	8.4	57.12	46.24	70.56
2	50	70	-3.2	-1.6	5.12	10.24	2.56
3	40	60	-13.2	-11.6	153.12	174.24	134.56
4	60	80	6.8	8.4	57.12	46.24	70.56
5	50	70	-3.2	-1.6	5.12	10.24	2.56
6	50	80	-3.2	8.4	-26.88	10.24	70.56
7	60	80	6.8	8.4	57.12	46.24	70.56
8	60	70	6.8	-1.6	-10.88	46.24	2.56
9	50	60	-3.2	-11.6	37.12	10.24	134.56
10	60	70	6.8	-1.6	-10.88	46.24	2.56
11	50	80	-3.2	8.4	-26.88	10.24	70.56
12	40	60	-13.2	-11.6	153.12	174.24	134.56
13	60	60	6.8	-11.6	-78.88	46.24	134.56
14	60	80	6.8	8.4	57.12	46.24	70.56
15	50	70	-3.2	-1.6	5.12	10.24	2.56
16	50	70	-3.2	-1.6	5.12	10.24	2.56
17	60	80	6.8	8.4	57.12	46.24	70.56
18	40	60	-13.2	-11.6	153.12	174.24	134.56
19	60	80	6.8	8.4	57.12	46.24	70.56
20	50	70	-3.2	-1.6	5.12	10.24	2.56
21	50	70	-3.2	-1.6	5.12	10.24	2.56
22	40	60	-13.2	-11.6	153.12	174.24	134.56
23	60	80	6.8	8.4	57.12	46.24	70.56
24	60	70	6.8	-1.6	-10.88	46.24	2.56
25	60	80	6.8	8.4	57.12	46.24	70.56
	1330	1790	0	0	972	1344	1536
M	53,2	71,6	-	-	-	-	-

² Ibid, 230.

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

$$r_{xy} = \frac{972}{\sqrt{1344.1536}}$$

$$r_{xy} = \frac{972}{1436.79}$$

$$r_{xy} = 0.67$$

From the calculating above, it was found that r_{xy} of the correlation between pre and post test of experimental class was 0.67. According to Hartono³, to know the interpretation of coefficient correlation of product moment it could use the following table;

TABLE IV. 10
THE INTERPRETATION OF “r” PRODUCT MOMENT

“r” Product Moment	Interpretation
0,00-0,200	The correlation between variable X and variable Y is very weak so it can be there is no correlation
0,200-0,400	The correlation is low
0,400-0,700	The correlation is enough or average
0,700-0,900	The correlation is high or strong
0,900-1,000	The correlation is very high or very strong

As a result, the correlation between pre-test and post-test of experimental class was enough.

³ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelaja, 2004), 191.

TABLE IV.6
THE TABLE OF COEFICIENT CORRELATION
AT PRE TO POST TEST OF CONTROL CLASS

NO	PRE-TEST(X)	POST-TEST(Y)	x	y	xy	x ²	y ²
1	50	50	-3.6	-4.4	15.84	12.96	19.36
2	50	40	-3.6	-14.4	51.84	12.96	207.36
3	50	50	-3.6	-4.4	15.84	12.96	19.36
4	60	60	6.4	5.6	35.84	40.96	31.36
5	50	40	-3.6	-14.4	51.84	12.96	207.36
6	60	60	6.4	5.6	35.84	40.96	31.36
7	50	60	-3.6	5.6	-20.16	12.96	31.36
8	60	60	6.4	5.6	35.84	40.96	31.36
9	50	50	-3.6	-4.4	15.84	12.96	19.36
10	60	60	6.4	5.6	35.84	40.96	31.36
11	50	50	-3.6	-4.4	15.84	12.96	19.36
12	50	50	-3.6	-4.4	15.84	12.96	19.36
13	60	60	6.4	5.6	35.84	40.96	31.36
14	50	50	-3.6	-4.4	15.84	12.96	19.36
15	50	50	-3.6	-4.4	15.84	12.96	19.36
16	40	50	-13.6	-4.4	59.84	184.96	19.36
17	60	60	6.4	5.6	35.84	40.96	31.36
18	60	60	6.4	5.6	35.84	40.96	31.36
19	40	60	-13.6	5.6	-76.16	184.96	31.36
20	50	50	-3.6	-4.4	15.84	12.96	19.36
21	60	60	6.4	5.6	35.84	40.96	31.36
22	50	50	-3.6	-4.4	15.84	12.96	19.36
23	60	60	6.4	5.6	35.84	40.96	31.36
24	60	60	6.4	5.6	35.84	40.96	31.36
25	60	60	6.4	5.6	35.84	40.96	31.36
	1340	1360	0	0	604	976	1016

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

$$r_{xy} = \frac{604}{\sqrt{976 \cdot 1016}}$$

$$r_{xy} = \frac{604}{995.79}$$

$$r_{xy} : 0,60$$

From the calculating above, it was found that r_{xy} of the correlation between pre and post test of control class was 0.60. As the table IV.24 0.60 was categorized enough.

So it was concluded that, the result of r_{xy} between experimental class and control class was the same. It was in enough categorized. It means the instrument was valid.

2. Reliability

The test that used for testing students' speaking ability has to have reliability. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁴ It is reflected in the obtaining how far the test or instrument test enables to measure the same subject on different occasions that indicate the similar result. In other words, it is called consistency. In this research, to know the reliability of the speaking test, the researcher used inter-rater reliability, because the researcher has two raters in order to score the students' fluency in speaking. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to

⁴L.R Gay. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, 2000), 169.

be compared to the score of both judges. Then, the scores of the rater 1 correlated with the scores of the rater 2. To know the instrument is reliable or not, it can be adjusted by r table. The formula of the correlation product

moment is as follow⁵: $r_i = \frac{\sum xy}{n.SDx.SDy}$

TABLE IV. 7
THE COEFFICIENT CORRELATION OF BOTH RATER I AND RATER II

NO	RATER 1 (X)	RATER 2 (Y)	X	Y	XY	X ²	Y ²
1	40	40	13.6	12.8	174.08	184.96	163.84
2	40	30	13.6	2.8	38.08	184.96	7.84
3	30	0	3.6	-27.2	-97.92	12.96	739.84
4	40	40	13.6	12.8	174.08	184.96	163.84
5	30	40	3.6	12.8	46.08	12.96	163.84
6	40	40	13.6	12.8	174.08	184.96	163.84
7	40	40	13.6	12.8	174.08	184.96	163.84
8	30	40	3.6	12.8	46.08	12.96	163.84
9	30	30	3.6	2.8	10.08	12.96	7.84
10	30	40	3.6	12.8	46.08	12.96	163.84
11	40	40	13.6	12.8	174.08	184.96	163.84
12	30	30	3.6	2.8	10.08	12.96	7.84
13	30	30	3.6	2.8	10.08	12.96	7.84
14	40	40	13.6	12.8	174.08	184.96	163.84
15	40	30	13.6	2.8	38.08	184.96	7.84
16	30	40	3.6	12.8	46.08	12.96	163.84
17	40	40	13.6	12.8	174.08	184.96	163.84
18	30	30	3.6	2.8	10.08	12.96	7.84
19	40	40	13.6	12.8	174.08	184.96	163.84
20	30	40	3.6	12.8	46.08	12.96	163.84
21	40	30	13.6	2.8	38.08	184.96	7.84
22	30	30	3.6	2.8	10.08	12.96	7.84
23	40	40	13.6	12.8	174.08	184.96	163.84
24	40	30	13.6	2.8	38.08	184.96	7.84
25	40	40	13.6	12.8	174.08	184.96	163.84
	890	870	0	0	2076	2732	3268

⁵ Sugiono. *Statistika untuk Penelitian*. (Bandung:Alfabeta. 201), 352.

Before come to formulation, now look for standard deviation first. With formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{2723}{25}}$$

$$SD_x = 10.43$$

$$SD_y = \sqrt{\frac{3268}{25}}$$

$$SD_y = 11.43$$

After finding the standard deviation of both x and y, the researcher analyzed coefficient correlation by using the following formula;

$$r_{xy} = \frac{\sum xy}{n \cdot SD_x \cdot SD_y}$$

$$r_{xy} = \frac{2076}{25 \cdot 10.43 \cdot 11.43}$$

$$r_{xy} = \frac{2076}{2980.37}$$

$$r_{xy} = 0.69$$

In short, the result of r_{xy} is 0.69. Now it can be decided whether the instrument reliable or not. It is considered by using r table. Before deciding r table, it should know degree of freedom. The formula: $df = N - nr$

N : number of cases

nr : number of the variable that is correlated

$$df = 50 - 2$$

$df = 48$

At significant 5% = 0,284

At significant 1% = 0,368

Comparing r_o and r_t with $r_o = 0.69$ means that $r_o \geq r_t$ at significant 5% and 1%. So it is concluded that the instrument is reliable.

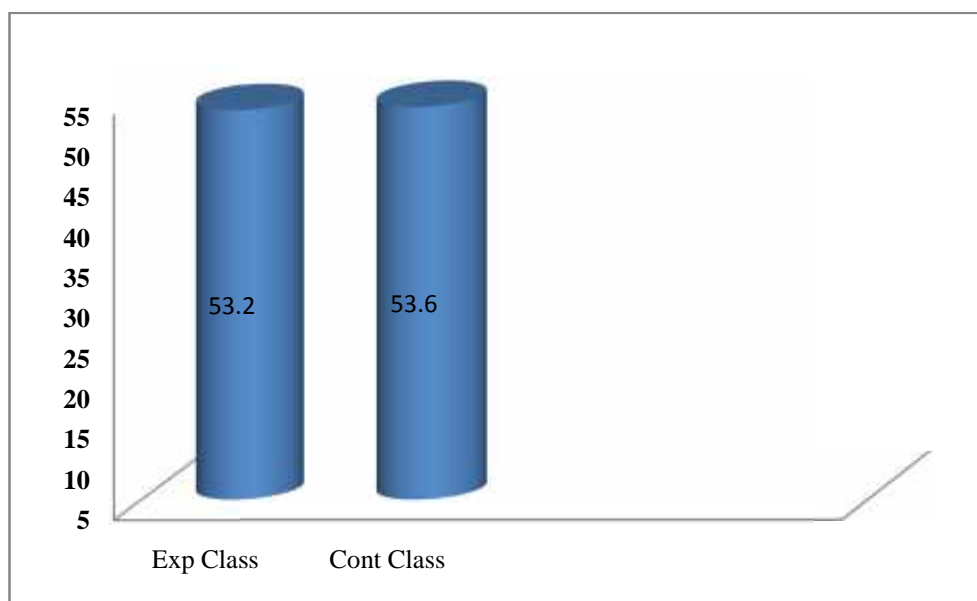
D. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the students' fluency in speaking score at the second year of MA Darul Hikmah Pekanbaru. The data are divided into two classes; the experimental and the control scores. The researcher used T-Test formula to analyze the significant difference of students' fluency in speaking between these students who were taught by 4/3/2 technique and those who were not.

1. The Analysis Score of Pre-Test

TABLE IV. 8
THE STUDENTS' FLUENCY IN SPEAKING SCORE
AT PRE - TEST EXPERIMENT AND CONTROL CLASS

NO	NAME	EXPERIMENT	CONTROL
1	S1	60	50
2	S2	50	50
3	S3	40	50
4	S4	60	60
5	S5	50	50
6	S6	50	60
7	S7	60	50
8	S8	60	60
9	S9	50	50
10	S10	60	60
11	S11	50	50
12	S12	40	50
13	S13	60	60
14	S14	60	50
15	S15	50	50
16	S16	50	40
17	S17	60	60
18	S18	40	60
19	S19	60	40
20	S20	50	50
21	S21	50	60
22	S22	40	50
23	S23	60	60
24	S24	60	60
25	S25	60	60
	MEAN	53.2	53.6

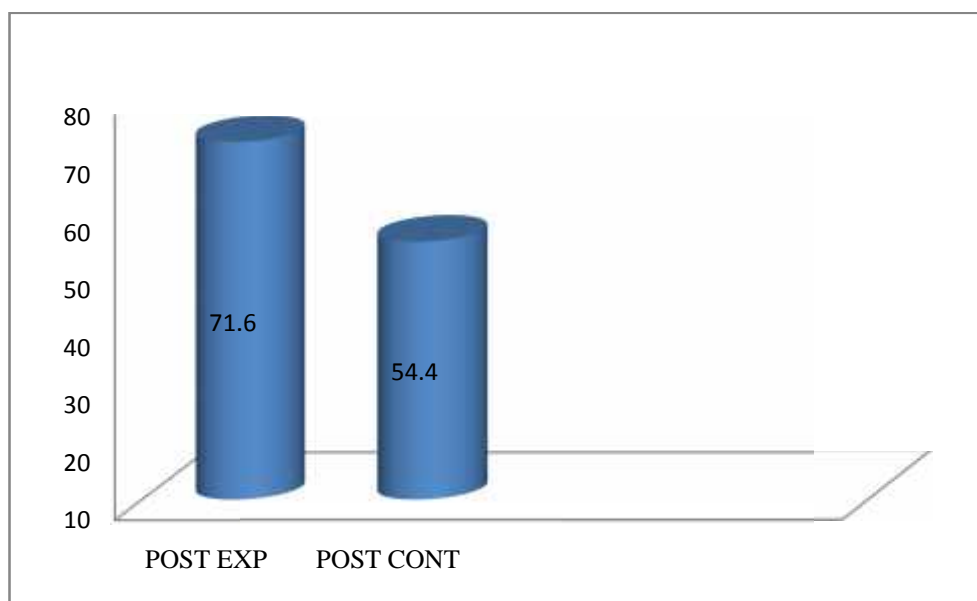


The table above describes about the comparison between students' speaking score of both experimental and control class pre-test. The mean score of experimental class is 53.2 while the mean score of control class is 53.6. By knowing the students' fluency in speaking at experimental and control classes, it is easy to measure and to know the significant difference of the students' fluency in speaking after giving treatment or the difference between class that have been taught by using 4/3/2 technique and those who were not.

2. The Analysis Score of Post-Test

TABLE IV. 9
THE STUDENTS' FLUENCY IN SPEAKING SCORE
AT PRE - TEST EXPERIMENT SND CONTROL CLASS

NO	NAME	EXPERIMENT	CONTROL
1	S1	80	50
2	S2	70	40
3	S3	60	50
4	S4	80	60
5	S5	70	40
6	S6	80	60
7	S7	80	60
8	S8	70	60
9	S9	60	50
10	S10	70	60
11	S11	80	50
12	S12	60	50
13	S13	60	60
14	S14	80	50
15	S15	70	50
16	S16	70	50
17	S17	80	60
18	S18	60	60
19	S19	80	60
20	S20	70	50
21	S21	70	60
22	S22	60	50
23	S23	80	60
24	S24	70	60
25	S25	80	60
	MEAN	71.6	54.4

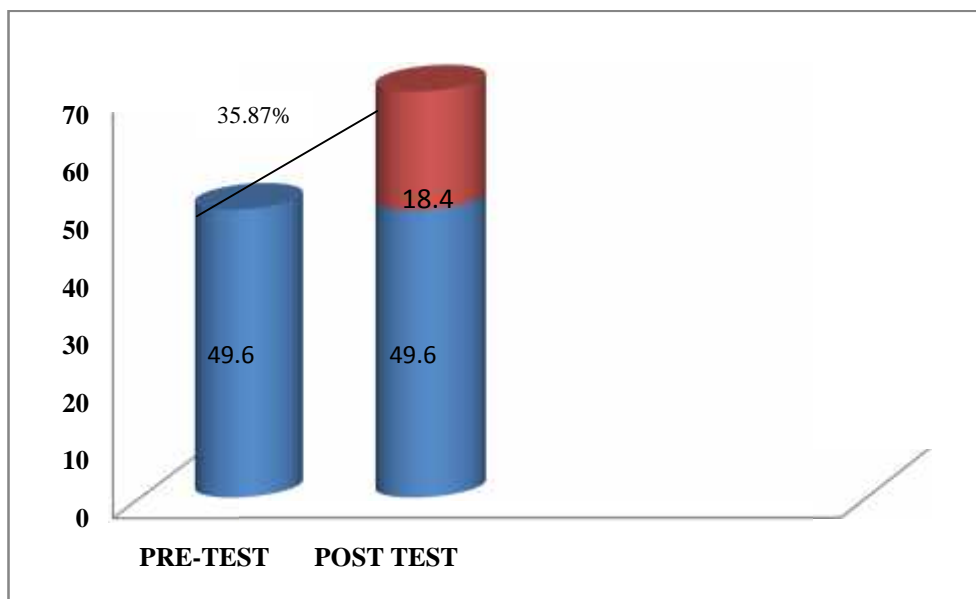


The table above describes about the differences between students' speaking score of both experimental and control class after giving treatment. The mean score of experimental class is 71.6 while the mean score of control class is 54.4. Both of the classes have their improvement from pre-test to post test score, but the improvement is different, students' fluency in speaking at experimental is higher than control class. It means that it is very easy to identify. However, to analyze academically it is should be used t-test formula.

3. The Analysis Score of Experimental Class

TABLE IV.10
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

NO	NAME	PRE-TEST	POST-TEST	GAIN	PERCENTAGE
1	S1	60	80	20	33%
2	S2	50	70	20	40%
3	S3	40	60	20	50%
4	S4	60	80	20	33%
5	S5	50	70	20	40%
6	S6	50	80	30	60%
7	S7	60	80	20	33%
8	S8	60	70	10	17%
9	S9	50	60	10	20%
10	S10	60	70	10	17%
11	S11	50	80	30	60%
12	S12	40	60	20	50%
13	S13	60	60	0	0%
14	S14	60	80	20	33%
15	S15	50	70	20	40%
16	S16	50	70	20	40%
17	S17	60	80	20	33%
18	S18	40	60	20	50%
19	S19	60	80	20	33%
20	S20	50	70	20	40%
21	S21	50	70	20	40%
22	S22	40	60	20	50%
23	S23	60	80	20	33%
24	S24	60	70	10	17%
25	S25	60	80	20	33%
MEAN		53.2	71.6	18.4	35.87%



The table above describes about the improvement between students' speaking score before and after giving treatment at experimental class. Before giving a treatment, the students' speaking mean score were about 53.2, it was known by taking pre-test at the beginning. After giving treatment the mean score of students' fluency in speaking improved. The improvement of the students score after giving treatment can be indicated as follows; the mean of the students score were 71.6. It improved 18.4 point. The percentage of the improvement was 35.87%. Fantastically, there were some students drastically improved, one student improved and three students improved 50 and 60.

From the improvement above, it can be interpreted that the score of each student as following categories⁶:

TABLE IV. 11
THE CLASSIFICATION OF STUDENTS' SCORE OF EXPERIMENTAL
CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	10	40%
2	Good	66-79	9	36%
3	Enough	56-65	6	24%
4	Less	40-55	-	-
5	Fail	30-39	-	-
Total				100%

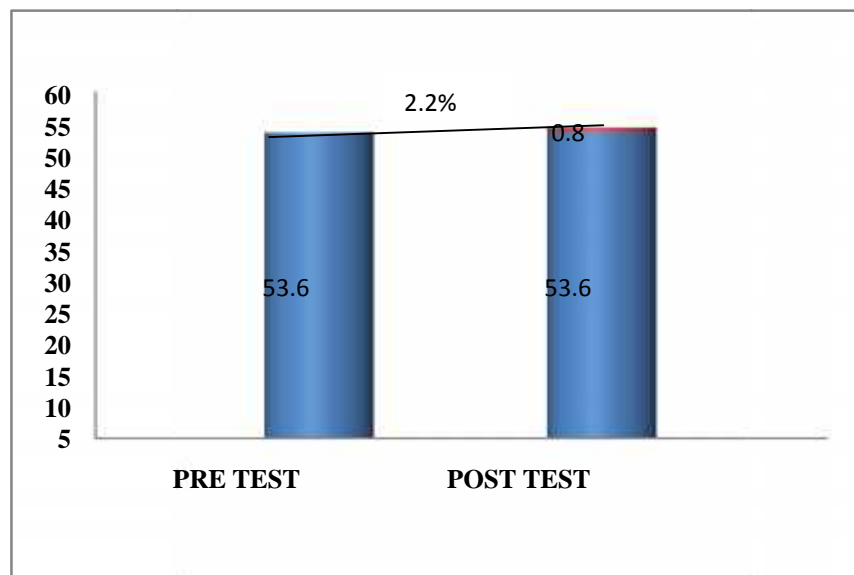
From the table above, it could be seen that the classifications of the students, score: the first category showed that 10 students or 40%, the second category showed 9 students or 36%, the third category showed that 6 students 24%, well the fourth and fifth categories is no students or 0%. The table above also showed that the highest percentage of experimental class score was 40%. Thus, the majority of the students in experimental class could be classified into very good category.

⁶Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara 2009), 75.

4. The Analysis Score of Control Class

TABLE IV.12
THE STUDENTS' SCORE
AT PRE-TEST TO POST-TEST OF CONTROL CLASS

NO	NAME	PRE-TEST	POST-TEST	GAIN	PERCENTAGE
1	S1	50	50	0	0%
2	S2	50	40	-10	-20%
3	S3	50	50	0	0%
4	S4	60	60	0	0%
5	S5	50	40	-10	-20%
6	S6	60	60	0	0%
7	S7	50	60	10	20%
8	S8	60	60	0	0%
9	S9	50	50	0	0%
10	S10	60	60	0	0%
11	S11	50	50	0	0%
12	S12	50	50	0	0%
13	S13	60	60	0	0%
14	S14	50	50	0	0%
15	S15	50	50	0	0%
16	S16	40	50	10	25%
17	S17	60	60	0	0%
18	S18	60	60	0	0%
19	S19	40	60	20	50%
20	S20	50	50	0	0%
21	S21	60	60	0	0%
22	S22	50	50	0	0%
23	S23	60	60	0	0%
24	S24	60	60	0	0%
25	S25	60	60	0	0%
MEAN		53.6	54.4	0.8	2.20%



The table above describes about the differences between students' speaking score before and after research at control class. Firstly, the students' speaking mean score were about 53.6, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' fluency in speaking was 54.4. There was some students' score did not better improvement, there were 20 students got constantly score, moreover there were 4 students got decrease of their score. So, in this control class was no better improvement of students' fluency in speaking.

From the improvement above, it can be interpreted that the score of each student as following categories⁷:

TABLE IV. 13
THE CLASSIFICATION OF STUDENTS' SCORE OF CONTROL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	-
2	Good	66-79	-	-
3	Enough	56-65	13	52%
4	Less	40-55	10	40%
5	Fail	30-39	2	8%
Total				100%

From the table above, it could be seen that the classifications of the students' score: the first category showed that there was not student 0%, the second category showed no students or 0%, the third category showed that 13 students 53%, the fourth category showed 10 students or 40% and fifth categories 2 students or 8%. The table above also showed that the highest percentage of experimental class score was 56%. Thus, the majority of the students in experimental class could be classified into enough categories.

5. The Analysis of Significant Differences

From the analysis at table 19 and 20 above, it can be seen that there is a difference improvement of students' speaking ability at Experimental and Control Class. It saw that the different mean score improvement at the

⁷Ibid., 75

experimental class was 18.4 by percentage 35.87% while at control class was 0.8 by percentage 2.2%.

After knowing about the different improvement from both of the classes, to know clearly, then the researcher will analyze it by using T- test formula at the last discussion.

The formula is follow:

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

Where:

t_o : the value of t- obtained

M_x : mean score of experimental sample

M_y : mean score of control sample

SD_x : the standard deviation of experiment group

SD_y : the standard deviation of control group

N : the number of students.

6. The Analysis of Mean and Standard Deviation

TABLE IV.14
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST OF EXPERIMENTAL CLASS

SCORE(X)	FREQUENCY (X)	F_x	X	X²	F_x²
60	6	360	-11.6	134.56	807.36
70	9	630	-1.6	2.56	23.04
80	10	800	8.4	70.56	705.6
Σ	25	1790	-	-	1536

TABLE IV.15
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST OF CONTROL CLASS

SCORE(X)	FREQUENCY	fy	x	x ²	fy ²
40	2	80	-14.4	207.36	414.72
50	10	500	-4.4	19.36	193.6
60	13	780	5.6	31.36	407.68
	25	1360			1016

Standard Deviation of both classes is:

$$SD_x = \frac{\sqrt{\sum f x^2}}{n}$$

$$SD_x = \frac{\sqrt{1536}}{25}$$

$$SD_x = \sqrt{61.44}$$

$$SD_x = 7.83$$

$$SD_y = \frac{\sqrt{\sum f y^2}}{n}$$

$$SD_y = \frac{\sqrt{1016}}{25}$$

$$SD_y = \sqrt{40.64}$$

$$SD_y = 6.37$$

It is known that :

$$SD_x : 7.83$$

$$SD_y : 6.37$$

$$N : 25$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

$$t_o = \frac{18.4 - 0.8}{\sqrt{\left[\frac{7.83}{\sqrt{25-1}}\right]^2 + \left[\frac{6.37}{\sqrt{25-1}}\right]^2}}$$

$$t_o = \frac{17.6}{\sqrt{\left[\frac{7.83}{\sqrt{24}}\right]^2 + \left[\frac{6.37}{\sqrt{24}}\right]^2}}$$

$$t_o = \frac{17.6}{\sqrt{\left\{\frac{7.83}{4.89}\right\}^2 + \left\{\frac{6.37}{4.89}\right\}^2}}$$

$$t_o = \frac{17.6}{\sqrt{2.56 + 1.69}}$$

$$t_o = \frac{17.6}{2.06}$$

$$t_o = 8.54$$

From the calculating above found that t_o is 8.34.

E. Testing Hypothesis

From the calculating above, it can be seen that t_o is 8.34. The t table is compared by getting degree of freedom (df). df can be seen in the following formula⁸

$$\begin{aligned} df &= (N_1 - N_2) - 2 \\ &= (25 + 25) - 2 \end{aligned}$$

⁸ Op. cit, 165.

$$= 50 - 2$$

$$= 48$$

The degree of freedom is 48. In the table,⁹ 48 are not finding. In this case, the researcher took df 50. T table in the degree of freedom is 50 in significant 5% and 1% are 2.01 and 2.68.

Based on the calculating above, the researcher found that $2.01 < 8.54 > 2.68$. It means that t_o is higher than t_t in significant difference of students' fluency in speaking by using 4/3/2 technique. So it concluded that H_o is rejected and H_a is accepted. In other word, there is significant difference of using 4/3/2 technique toward students' fluency in speaking between those students who were taught by using 4/3/2 technique and those students' who were not.

⁹ Ibid, 242.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analyzes and data presentation explained at the chapter IV, finally the researcher concludes that answer the formulation of the problems:

1. The students' fluency in speaking taught by using 4/3/2 technique is 71.6. It is categorized into good level.
2. The students' fluency in speaking taught without using 4/3/2 technique is 53.6. It is categorized into less level.
3. It is evident that 4/3/2 technique has improved of the students' fluency in speaking at the second year students of MA Darul Hikmah Pekanbaru. Therefore, this technique can be used as an alternative technique for teachers in developing students' fluency in speaking.

B. Suggestion

Pertaining on the research finding, t/he researcher would like to give some suggestions to the teacher, students and the school. From the conclusion of the research above, it is known that using 4/3/2 technique can give the significant improvement toward students' fluency in speaking.

1. In implementing 4/3/2 technique, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students,

because it is very challenge and interest technique to improve students' fluency in speaking.

2. The teacher should support the technique used by using interesting topic that suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabularies in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of speaking fluency to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested in the teaching learning activity.
3. For the students, they have to have hard effort to improve their fluency speaking and take a part actively and repetitively in some interaction in order to support their mastering speaking especially in fluency.
4. For the institution, it will be more effective if this technique is implemented in a small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

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